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ABSTRACT

Establishing coordination among schools, families, and communities has emerged as a major policy issue in the debate over the quality of education and how the restructuring of education should be accomplished. This book explores coordination of services for children and youth between and among schools, families, and community groups and agencies, as one process for dealing with the broad set of educational and social problems. The articles in the book are divided into three parts: models of coordination, organizational and management issues, and evaluation and critiques of coordination as a reform. Following an introduction by William Kritek which examines the impetus for renewed interest in coordination and its role in school reform, the article titles are: (1) "The Kentucky Family Resource Centers: The Challenges of Remaking Family-School Interactions" (Claire Smrekar); (2) "Visible Differences and Unseen Commonalities" (H. Dickson Corbet and others); (3) "Conflict and Consensus" (Paul Heckman and others); (4) "The Best of Both Worlds" (Shirley Brice Heath and Milbrey McLaughlin); (5) "Educating Homeless Children" (Rebecca Newman and Lynn Beck); (6) "Structure and Strategies: Toward an Understanding of Alternative Models for Coordinated Children's Services" (Robert Crowson and William Lowe Boyd); (7) "The Principal and Community-School Connections in Chicago's Radical Reform" (Mark Smylie and others); (8) "Schools as Intergovernmental Partners" (Carolyn Herrington); (9) "Institutional Effects of Strategic Efforts at Community Enrichment" (Hanne Mawhinney); (10) "School-Business-University Collaboratives" (Patrick Galvin); (11) "Reforming American Education Policy for the Twenty-First Century" (Deborah Verstegen); (12) "We're Not Housed in an Institution, We're Housed in the Community" (Colleen Capper); (13) "Schools and Community Connections" (Gail Chase Furman and Carol Merz); (14) "Connecting Schools and Communities through Interagency

Collaboration for School-Linked Services" (Debra Shaver and others); (15) "Beyond Consensus: Mapping Divergent Views of Systems and Power in Collaboratives" (Maureen McClure and others). A concluding article, "Toward an Interpretation of School, Family, and Community Connections: Policy Challenges" (James Cibulka) is included. Each of the articles contains notes and or references. (HTH)

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